

PARENT COMMUNICATION

EXPECTATIONS

- Follow students out of class & give their adult a quick update (GOAL is at least 1 after each class)
- Personalize the conversation - Use student's name and give specific examples
- Avoid using phrases such as "only needs <skill>" and giving a timeframe on moving levels

TYPES OF FEEDBACK

REGULAR POSITIVE FEEDBACK

- (NAME) was really focused today!
- (NAME) made some real progress with <SKILL> today
- (NAME) was a great helper today! (Give specific example)
- (NAME) worked hard in class, and we had fun. Great job with your <SKILL> today!

QUESTIONS AS FEEDBACK - INVOLVE THE STUDENT BY ASKING...

- (NAME), what was the hardest part of class today?
- (NAME), what was the best/your favorite part of our class today?
- (NAME), what's something you can practice after today's class?

CONSTRUCTIVE FEEDBACK - IF THERE IS A CONCERN

If you would like the Floor Supervisor to join you, please ask!

- (NAME) had a hard time listening today, but we will try again next class.
- (NAME) had a lot of extra energy today, next week we will try to get the wiggles out before class together.
- (NAME) was challenged with personal space today. Is this something you could work on at home?

SUGGESTED RESPONSES TO COMMON PARENT QUESTIONS

HOW IS MY CHILD DOING?

Situation:	STUDENT IS MAKING PROGRESS - THEY NEED TO BE PATIENT AND KEEP AT IT!	STUDENT SAYS THEY ARE BORED/THINKS THEY ARE READY	STUDENT IS GETTING CLOSE/HAS THE SKILLS
As the coach, you should:	Modify as needed, and keep encouraging the student/parent	Offer the student safe challenges when you can	Discuss the importance of these two things
Script to say:	<p>"<u>(NAME)</u> is doing well, and there is room to learn more. Everyone learns and grows at their own pace."</p> <p>"<u>(NAME)</u>'s <SKILL> is really improving, but could use <STRENGTH OR FLEXIBILITY OR ??> You can help by ____"</p> <p>"Stretching and conditioning at home can help build strength for class" (give home conditioning sheet).</p>	<p>"If you are looking for a challenge, here's what I'd recommend." (Give safe challenge modification in class)</p> <p>"You are doing very well on <EVENT/SKILL>, and I have been challenging you there."</p> <p>"When in class do you feel bored?" (Better understand the student's perspective)</p>	<p>CONSISTENCY - "We want to be sure you are able to do all of the skills well each week in class."</p> <p>FORM - "You have been doing well with your skills each week, now we need to focus on form (straight legs, pointed feet, start in a lunge, etc)."</p>

WHEN IS MY CHILD MOVING UP? CAN I HAVE MY CHILD EVALUATED?

Situation:	WHEN IS MY CHILD MOVING UP?	CAN I HAVE MY CHILD EVALUATED?	WHY ISN'T MY CHILD MOVING UP?
As the instructional coach, you should:	<p>Let the parent know each student progresses and his/her own pace.</p> <p>Students are evaluated to move up when they consistently have skills taught in <CURRENT LEVEL> with good form.</p>	<p>Let the parent know you will talk to the Floor Supervisor.</p> <p>Share what the student has been doing well and what he/she needs to work on.</p>	<p>Be prepared to tell the parent a few of the bigger skills the student is working on.</p> <p>Offer a conditioning sheet, or individualized conditioning/stretching for the skill(s) the student needs.</p>
As the Tot coach, you should:	<p>Let the parent know Tot students remain in their current class for the full school year, so they grow and develop with the peers (age group). The next Tot session starts in July.</p>	<p>Let the parent know you are challenging their child in class, and will talk to the Tot Leader.</p>	<p>Let the parent know Tot students remain in their current class for the full school year, so they grow and develop with the peers (age group).</p>

WHAT CAN WE DO AT HOME TO HELP?

"(NAME) can work on safe conditioning and stretching at home. Incorporating this practice into a regular routine is a great way to gain strength. We have a conditioning sheet available for (his/her) level, would you like one?"

- This is located in the top filing cabinet drawer in the gym
- Try to personalize the safe conditioning and stretching for what the student needs

WHY IS MY CHILD NOT LEARNING <SKILL>?/WHY DO YOU NOT TEACH <SKILL>?

"Each level has a curriculum that safely progresses gymnasts to learn skills. The <specific skill> is not one we work on at this level. However, the <skill> and/or <drill> that we are currently doing is a foundation to the <specific skill>."

HOW CAN MY CHILD BE CONSIDERED FOR TEAM?

"Each student could have an opportunity to be on team one day. Students who work hard, show good body awareness, strength, and flexibility may be recommended to team program leaders."

IF A PARENT TRIES TO TALK TO YOU AT THE WRONG TIME

Situation:	WHEN YOU ARE ABOUT TO START CLASS AND CALL STUDENTS IN	ON YOUR WAY TO THE BATHROOM
Script:	<p>"I would love to talk to you about this, but now I have to start my class. Can you talk more after class?"</p> <p>"If you cannot stay today, maybe next week."</p> <p>"I have to start class, but I can see if the Floor Supervisor is available to speak with you."</p>	<p>"I would love to talk about this, but I need to excuse myself before class. Are you able to wait until my next class is over, or maybe we can speak next week?"</p>